

about excretory products of the body, and threaten attacks with these. We have watched them display their bodily parts for admiration and seen their curiosity as to the parts and processes of others. We have noted unmistakable signs of sexual desire and excitement, and had glimpses of the dread of sexual injury and loss. We have watched their play of being fathers and mothers and babies, and heard some of their quaint notions of marriage and birth. We have seen some of the boys seek to play a feminine role, and watched the common delight of all these little children in making " nests " and " cosy places " to take refuge in. And, finally, we have remarked the first signs of guilt and shame, and seen how absolute and unrelenting the moral judgments of such young children can be.

2. *The need for a genetic theory.* How are all these different forms of behaviour linked together ? What is their meaning in the present life of the children and in the total process of social development ? Such are the general questions which arise as we read. But many detailed problems crowd upon us, too. Why did Frank come to school on many days so unhappy and ready to quarrel ? Why did Benjie want to shut Dan out from so many pleasures, and wonder so wistfully why he, too, was not called " darling ", when he was addressed like this as often as any other child ? Why did Roger sometimes expose his genital and giggle about it ? What made George suddenly show his penis when Frank said, " I can see your big toe " ? What led Frank to choose to be a girl ? And why did he say, " When she is married, we'll spit in her face " ? Why do the children love to make " cosy places " to keep the bears out ? What led Tommy to choose to write about himself, " Tommy is a

naughty
boy " ? What is it in the children which makes
them so hard
upon others who are more clumsy or foolish ?
And why,
in general, were children who came from such
good homes
so often defiant, rude and contrary ?
At this point, then, the need arises to pass
from description
to understanding. The facts observed must
be linked
genetically with each other, and with those
coming before
and after in the growth of the children. What
relation do
these sorts of behaviour bear to the earlier
feelings and
experiences, and to the later development of
these children ?
How are they connected with the behaviour
of ordinary